

# Civic participation of undergraduate students

Goals vary by institution

Civic participation of undergraduate students												
	FIRST-YEAR						SENIOR					
	2001	2003	2005	2007	2007 Goal	Met Goal	2001	2003	2005	2007	2007 Goal	Met Goal
<b>EKU</b>												
Volunteering	44%	32%	25%	<b>31%</b>	30%	Y	52%	40%	44%	<b>49%</b>	46%	Y
Community projects	18%	28%	29%	<b>28%</b>	32%	N	42%	47%	62%	<b>49%</b>	62%	N
Voting	29%	23%	38%	<b>27%</b>	30%	N	33%	17%	36%	<b>29%</b>	30%	N
Community welfare	26%	35%	35%	<b>35%</b>	38%	N	46%	35%	44%	<b>47%</b>	45%	Y
<b>KSU</b>												
Volunteering	56%	36%		<b>28%</b>	30%	N	72%	44%		<b>58%</b>	50%	Y
Community projects	41%	49%	47%*	<b>65%</b>	49%	Y	40%	38%	54%*	<b>56%</b>	55%	Y
Voting	39%	29%	23%*	<b>29%</b>	29%	Y	39%	32%	43%*	<b>38%</b>	32%	Y
Community welfare	27%	28%	18%*	<b>33%</b>	28%	Y	56%	41%	52%*	<b>47%</b>	47%	Y
<b>MoSU</b>												
Volunteering	46%	26%	26%	<b>37%</b>	30%	Y	50%	40%	52%	<b>48%</b>	53%	N
Community projects	26%	24%	30%	<b>34%</b>	32%	Y	44%	35%	50%	<b>51%</b>	52%	N
Voting	38%	18%	41%	<b>33%</b>	43%	N	33%	23%	43%	<b>28%</b>	45%	N
Community welfare	31%	34%	35%	<b>35%</b>	37%	N	43%	37%	43%	<b>36%</b>	45%	N
<b>MuSU</b>												
Volunteering	49%	43%	36%	<b>49%</b>	36%	Y	52%	39%	44%	<b>46%</b>	45%	Y
Community projects	19%	30%	31%	<b>25%</b>	32%	N	30%	40%	55%	<b>50%</b>	55%	N
Voting	27%	28%	36%	<b>18%</b>	28%	N	32%	23%	42%	<b>30%</b>	32%	N
Community welfare	30%	41%	36%	<b>38%</b>	38%	Y	37%	39%	57%	<b>47%</b>	48%	N
<b>NKU</b>												
Volunteering	36%	36%	39%	<b>43%</b>	45%	N	43%	42%	40%	<b>39%</b>	43%	N
Community projects	17%	14%	31%	<b>37%</b>	32%	Y	32%	33%	41%	<b>39%</b>	47%	N
Voting	21%	23%	48%	<b>34%</b>	53%	N	26%	16%	34%	<b>30%</b>	38%	N
Community welfare	19%	30%	40%	<b>41%</b>	45%	N	26%	29%	36%	<b>40%</b>	43%	N

Civic participation of undergraduate students												
	FIRST-YEAR						SENIOR					
	2001	2003	2005	2007	2007 Goal	Met Goal	2001	2003	2005	2007	2007 Goal	Met Goal
<b>UK</b>												
Volunteering	48%	29%	28%	<b>35%</b>	30%	Y	48%	39%	44%	<b>45%</b>	45%	Y
Community projects	16%	15%	24%	<b>28%</b>	25%	Y	33%	35%	38%	<b>38%</b>	39%	N
Voting	18%	16%	39%	<b>31%</b>	39%	N	22%	22%	33%	<b>27%</b>	33%	N
Community welfare	20%	27%	25%	<b>39%</b>	27%	Y	33%	32%	42%	<b>40%</b>	43%	N
<b>UofL</b>												
Volunteering	39%	32%	32%	<b>42%</b>	33%	Y	45%	39%	40%	<b>46%</b>	41%	Y
Community projects	24%	25%	23%	<b>28%</b>	26%	Y	38%	23%	38%	<b>32%</b>	40%	N
Voting	25%	17%	43%	<b>29%</b>	23%	Y	29%	14%	26%	<b>28%</b>	20%	Y
Community welfare	26%	27%	32%	<b>42%</b>	35%	Y	33%	27%	36%	<b>36%</b>	38%	N
<b>WKU</b>												
Volunteering	48%	30%	35%	<b>37%</b>	36%	Y	48%	41%	44%	<b>45%</b>	45%	Y
Community projects	25%	21%	35%	<b>41%</b>	36%	Y	37%	43%	50%	<b>51%</b>	51%	Y
Voting	30%	20%	52%	<b>28%</b>	31%	N	20%	24%	45%	<b>31%</b>	25%	Y
Community welfare	24%	33%	42%	<b>39%</b>	43%	N	39%	36%	44%	<b>48%</b>	45%	Y

\*NSSE 2004 results are reported for KSU since the university did not administer the survey in 2005.  
Source: National Survey of Student Engagement.

### Rationale for goal

NSSE goals are negotiated with each institution based on historical trends and institutional priorities and strategies. KSU, UK, UofL, and WKU met at least half of their 2007 goals for this indicator. NSSE will be administered again in 2009.

### About this measure

The civic involvement of students, measured by activities like volunteering and voting, indicates another dimension of college graduates' preparation for responsible citizenship. This measure uses data from the National Survey of Student Engagement (NSSE). "Volunteering" captures students who spent one or more hours per week doing volunteer work. "Community projects" reflects students who participated in a community-based project as part of a regular course during the school year. "Voting" indicates students who reported that their college experience has substantially influenced their voting contributions in local, state, or national elections. "Community welfare" reflects students who reported that their college experience has substantially influenced their contributions to the welfare of their communities.